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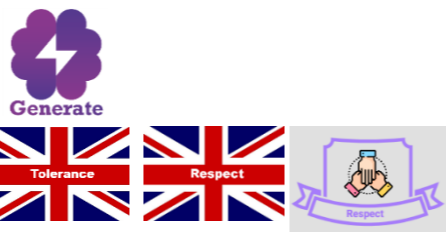
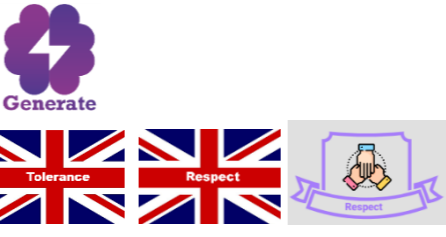






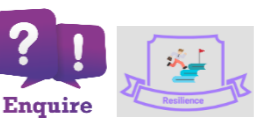







Traditional Tales	21 st -24 th Feb	27 th Feb- 3 rd March	6 th March- 10 th March	13 th March- 17 th March	20 th March- 24 th March	27 th – 31 st March
Book Focus						
Key vocabulary	Traditional Tale, Goat, grass, troll, bridge, trip Trapping, medium, bug, little, river, field,	Traditional Tale, Goat, grass, troll, bridge, trip Trapping, medium, bug, little, river, field,	Goldilocks, Bear, hot cold, hard. Soft, chair, Porridge, bed, large, medium, small, Daddy Bear, Mummy Bear, Baby Bear, spoon, bowl, cottage, Forest,	Goldilocks, Bear, hot cold, hard. Soft, chair, Porridge, bed, large, medium, small, Daddy Bear, Mummy Bear, Baby Bear, spoon, bowl, cottage, Forest,	Gingerbread Man, Little Old Man, Little Old Woman, baked, oven, pig, cat, cow, dog, girl, boy, swam, fox, hen, horse, run, River	Gingerbread Man, Little Old Man, Little Old Woman, baked, oven, pig, cat, cow, dog, girl, boy, swam, fox, hen, horse, run, River
Literacy/ CL	<p>Make a bridge for the Goats to cross.</p> <p><i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Enjoy listening to longer stories and can remember much of what happens.</i> • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</p> <p><i>Understands 'why' questions Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks. Encourage children to carry items safely (bend your hips and knees to squat down to your load, keep it close to your body, and straighten your legs to lift)</p>    	<p>Draw a picture of a troll and describe it. <i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Enjoy listening to longer stories and can remember much of what happens.</i> • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</p> <p><i>Add some marks to their drawings, which they give meaning to. For example: "That says mummy" Make marks on their picture to stand for their name Mock handwriting and mock letters Write letter strings</i> Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end Scissor Grasp Inferior Pincer Grasp Pincer Grasp Fine Pincer Grasp Palmer Grasp Use a wide range of vocabulary</p>  	<p>Make Porridge for Goldilocks and the 3 Bears.</p> <p><i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Enjoy listening to longer stories and can remember much of what happens.</i> • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</p> <p><i>Engages in story times Make comments about what they have heard</i> Understands 'why' questions Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened</p>  	<p>Retell the story- What is your favourite part?</p> <p><i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Enjoy listening to longer stories and can remember much of what happens.</i> • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen')</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end All children take part in whole class retelling of text map</p>    	<p>Design your own Gingerbread Man, make marks to label.</p> <p><i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Enjoy listening to longer stories and can remember much of what happens.</i> • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</p> <p><i>Add some marks to their drawings, which they give meaning to. For example: "That says mummy" Make marks on their picture to stand for their name Mock handwriting and mock letters Write letter strings</i> Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end Scissor Grasp Inferior Pincer Grasp Pincer Grasp Fine Pincer Grasp Palmer Grasp Use a wide range of vocabulary Scribbles made of lines Imitate and copy patterns such as dots, straight lines, curved lines, swirls, 'castle tops' and cross shapes Show a preference for a dominant hand Begin to form some or all of the letters in their name correctly</p> <p><i>Add some marks to their drawings, which they give meaning to. For example: "That says mummy" Make marks on their picture to stand for their name Mock handwriting and mock letters Write letter strings Write some or all of their name. This might be copied, and some letters may be written the wrong way round</i></p>   	<p>Retell the story- What is your favourite part?</p> <p><i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Enjoy listening to longer stories and can remember much of what happens.</i> • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary Use longer sentences of four to six words. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.</p> <p><i>Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen')</i> Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Enjoy listening to longer stories and can remember much of what happened Repeat words and phrases from familiar stories Begin to take part in whole class retelling of text map Begin to understand beginning, middle and end All children take part in whole class retelling of text map</p>    

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<p>Phonics</p>	<p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. Begin to spot rhymes in stories Recognise words with the same initial sound, such as money and mother Stops to listen for directions from an adult but may need support to do this e.g. visual cue (hand to ear for 'listen') Listen to simple stories and understand what is happening, with the help of pictures Easily locates sound sources and can talk about sounds heard Say some of the words in songs and rhymes Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independently, for example, singing whilst playing</p> 	<p>To increase awareness of words that rhyme and to develop knowledge about rhyme.</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Notice some print, such as the first letter of their name, a bus or a familiar logo Count or clap syllables in a word Exposure to nursery rhymes and rhymes in stories. 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<p>Kinetic Letters</p>	<p>Kinetic Letters Focus: Building Strength Focus: 6 Letter Moves Focus: Flow Movement</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</p> 	<p>Kinetic Letters Focus: Building Strength Focus: 6 Letter Moves Focus: Flow Movement</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of chair and forearms resting on table. 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Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips</p> 
<p>Maths</p>	<p>Number blocks episode 3 Counting to 3 Finding 3 objects</p>	<p>Length Encourage them to use more specific mathematical vocabulary in relation to Length - longer, shorter</p>	<p>Height Encourage them to use more specific mathematical vocabulary in relation to height – taller, shorter</p>	<p>Number blocks episode 4 Counting to 4 Finding 4 objects</p>	<p>Number blocks episode 5 Counting to 5 Finding 5 objects Representing 5 on a 5 frame</p>	<p>Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check.</p>

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	<p>Representing 3 on a 5 frame</p> <p>A triangle – 3 sides shape <i>Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i> <i>Explore numbers with concrete objects - grouping and sharing Understand fair and unfair when objects are shared between them Understand equal parts and whole of shapes</i></p> <p> </p>	<p>Breadth – wider, narrower <i>Make comparisons between objects relating to size, length, weight and capacity. Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p> <p>  </p>	<p><i>Make comparisons between objects relating to size, length, weight and capacity. Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p> <p>  </p>	<p>Representing 4 on a 5 frame</p> <p>Squares and rectangles, 4 sided shapes including in the environment <i>Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i> <i>Explore numbers with concrete objects - grouping and sharing Understand fair and unfair when objects are shared between them Understand equal parts and whole of shapes Compare collections and begin to talk about which group has more Identify groups with the same number of things Use vocabulary more, less, fewer and same to compare quantities</i></p> <p> </p>	<p>Pentagons, 5 sided shapes including in the environment 5 actions e.g., 5 hops, 5 jumps, 5 claps <i>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'</i> <i>Explore numbers with concrete objects - grouping and sharing Understand fair and unfair when objects are shared between them Understand equal parts and whole of shapes Compare collections and begin to talk about which group has more Identify groups with the same number of things Use vocabulary more, less, fewer and same to compare quantities</i></p> <p> </p>	<p>Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight. <i>Make comparisons between objects relating to size, length, weight and capacity Show an awareness of comparison in estimating and predicting Compare some types of measures</i></p> <p>  </p>
<p>PSED</p>	<p>I know the names for some body parts, and I am starting to understand that I need to be healthy. <i>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <p> </p>	<p>I can tell you some of the things I need to do to be healthy. <i>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <p>  </p>	<p>I know what the word healthy means and that some things are healthier than others. <i>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <p> </p>	<p>I know how to help myself go to sleep and that sleep is good for me. <i>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <p> </p>	<p>I can wash my hands and know it is important to do this before I eat and after I go to the toilet. <i>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings Completes most self-care tasks with minimal adult support Can complete new activities without needing adult support Manage own basic hygiene and personal needs Understand the importance of healthy choices</i></p> <p>   </p>	<p>I know what to do if I get lost and how to say no to strangers. <i>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Manage transitions from parent to key person Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Has a positive relationship with key worker but can play and engage without needing direct support</i></p> <p>  </p>

<p>RE</p>	<p>Story of Owl babies - new life focus <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali"</i> <i>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people</i></p> 	<p>Baby animals <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali"</i> <i>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people</i></p> 	<p>Easter Story <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali"</i> <i>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people</i></p> 	<p>Easter Story <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali"</i> <i>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people</i></p> 	<p>Stained Glass Crosses <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali"</i> <i>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people</i></p> 	<p>Easter Cards and Bonnets <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Comments on recent pictures of celebrations in their own life e.g. "This was me celebrating Diwali"</i> <i>Begin to know that there are differences between what people believe Develop positive attitudes about differences between people</i></p> 
<p>UW</p>	<p>Museum visit- recycling <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Explore collections of materials Explore collections of materials, identifying with similar and/or different properties</i></p> 	<p>Past and Present- changes in ourselves <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Can explain what daily life is like in our country Explains how life may be different for other children Talk about what they see in their environment (school/home) Talk about local environments</i></p> 	<p>Recycling-Looking after our world <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see in their environment (school/home) Talk about local environments Recognise some environments that are different to the one in which they live</i></p> 	<p>Fossils <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see in their environment (school/home) Talk about local environments Recognise some environments that are different to the one in which they live</i></p> 	<p>Food chains <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Understand the difference between plants and animals Plants seeds and cares for growing plants with support Show an awareness of the life cycle of a butterfly Can say what plants need to survive</i></p> 	<p>Habitats- explore and create. <i>Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see in their environment (school/home) Talk about local environments Recognise some environments that are different to the one in which they live</i></p> 
<p>EAD</p>	<p>Owl babies- use different materials to make an owl baby <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Use glue sticks to join items with support Use glue sticks and glue spatulas to join independently Use glue spatulas to join items with support Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them</i></p> 	<p>Pastel drawings of dinosaurs <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; Explore the natural world around them, making observations and drawing pictures of animals and plants; Begin to show accuracy and care when drawing. Children can draw things that they observe Children can draw simple things from memory</i></p> 	<p>Act out the story of Crunch munch dinosaurs lunch using role play and imagination. <i>Invent, adapt and recount narratives and stories with peers and their teacher; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Understand the past through settings, characters and events encountered in books read in class and storytelling. Play with familiar small world equipment like animal sets, dolls, doll houses etc Use own experiences to develop storylines e.g. make complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Use experiences and learnt stories to develop storylines in their pretend play</i></p> 	<p>Fossil making with salt dough <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; explores clay using fingers. Makes marks in clay Manipulates clay (rolls, cuts, squashes, pinches, twist etc.) Makes a model using clay</i></p> 	<p>Create a class food chain to represent the dinosaurs diet <i>Share their creations, explaining the process they have used; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Use glue sticks to join items with support Use glue sticks and glue spatulas to join independently Use glue spatulas to join items with support Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them</i></p> 	<p>Easter bonnet making <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; Use glue sticks to join items with support Use glue sticks and glue spatulas to join independently Use glue spatulas to join items with support Explore different materials freely, in order to develop their ideas about how to use them and what to make Develop their own ideas and then decide which materials to use to express them</i></p> 

Spring term planning

<p>Music</p>	<p>Listen and Respond - Lovely Day performed by Bill Withers Explore and Create- Using the games track, find the pulse in different ways Sing and Play - a. Learn to sing and play Old Macdonald Share and Perform- Share what you have learnt in the lesson <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> 	<p>Listen and Respond - Beyond The Sea sung by Robbie Williams Explore and Create- Create your own sounds (improvisation and composition with voices and/or instruments) Sing and Play Listen to, sing along with and play with the action song The Wheels On The Bus Share and Perform- Share what you have learnt in the lesson <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> 	<p>Listen and Respond - Mars from The Planets by Gustav Holst Explore and Create- Explore high and low (pitch and improvisation with voices) Sing and Play - a. Learn to sing and play Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Share and Perform- Share what you have learnt in the lesson <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> 	<p>Listen and Respond - Frogs’ Legs and Dragons’ Teeth by Bellowhead Explore and Create- Rhythm games (copycat) Sing and Play - Listen to, sing along with and play with the action songs: The Hokey Cokey Share and Perform- Share what you have learnt in the lesson <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</i> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know.</i></p> 	<p>Listen and Respond - Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Explore and Create- Explore high and low (pitch and improvisation with voices) Sing and Play - Learn to sing and play nursery rhyme/s Row, Row, Row Your Boat Share and Perform- Share what you have learnt in the lesson <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> 	<p>Listen and Respond - Singing In The Rain performed by Gene Kelly Explore and Create- Using a games track, find the pulse in different ways Sing and Play - Learn to sing and play nursery rhyme/s Incy Wincy Spider Share and Perform- Share what you have learnt in the lesson <i>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i> <i>Explore a range of sound-makers and instruments and play them in different ways Moves to music Copies basic actions Beginning to watch dance and art performances Remember and sing nursery rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know</i></p> 
<p>PE</p>	<p>Net/ wall skills - throwing, catching movement <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through Swing up, swing down. Child stands with knees slightly apart and bent knees. Arms are positioned behind. He/she is then instructed to raise his/her arms forwards and upwards and stand on his/her toes. Repeat until fluent, “Swing up, swing down” Jump off a step. Using skills from ‘Swing up, swing down’ but jump off small step e.g. twothree gym mats (may need to hold hands initially) Stand and jump forward landing safely</i></p> 	<p>Net/ wall skills - throwing, catching movement <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Throwing ball underarm with feet stationary. Stands with feet shoulder width apart. Swing throwing arm downward and forward without follow through Swing up, swing down. Child stands with knees slightly apart and bent knees. Arms are positioned behind. He/she is then instructed to raise his/her arms forwards and upwards and stand on his/her toes. Repeat until fluent, “Swing up, swing down” Jump off a step. Using skills from ‘Swing up, swing down’ but jump off small step e.g. twothree gym mats (may need to hold hands initially) Stand and jump forward landing safely</i></p> 	<p>Striking/Fielding skills- chasing, stopping, striking and running <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</i></p> 	<p>Striking/Fielding skills- chasing, stopping, striking and running <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</i></p> 	<p>Striking/Fielding skills- chasing, stopping, striking and running <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</i></p> 	<p>Striking/Fielding skills- chasing, stopping, striking and running <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a batt comfortably with hands together in the middle of the handle. Hit a static ball with the batt Hold a batt comfortably with hands together in the middle of the handle. Stand side on, feet shoulder width apart, head upright and looking at the bowler. Hit a rolling ball with the batt</i></p> 
<p>Characteristics of Effective Learning</p>	<p>The Foundation Stage the curriculum is delivered to develop the behaviours outlined in the Characteristics of Effective Learning. The behaviours in the characteristics of Effective Learning are grouped into three strands. The strands of the characteristics of effective learning are related to key themes in early childhood development they are • Playing and Exploring: Finding out and exploring; Using what they know in their play; Being willing to have a go • Active Learning: Being involved and concentrating; Keeping on trying; Enjoying achieving what they set out to do • Creating and Thinking Critically: Having their own idea; Using what they already know to learn new things; Choosing ways to do things and finding new ways. The characteristics of Effective Learning focus on the process rather than the outcome. They enable children to approach opportunities with curiosity, energy and enthusiasm. Effective learning must be purposeful to a child, allowing them to practice and apply newly learnt skills in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p>					